

**Jefferson County Public Schools  
Doss High School  
Ken Moeller**

Guiding Questions	
<p><b>What are the desired sustainable processes you wish to implement?</b></p> <ul style="list-style-type: none"> <li>• <b>What are the plans to build capacity and how will this be implemented with fidelity?</b></li> <li>• <b>How will this process/system/program be sustained?</b></li> <li>• <b>What strategies do you need in place to effectively sustain the process?</b></li> </ul>	<p>The school's Comprehensive School Improvement Plan goals for the 2014-2015 school year indicate the need for all students to be provided with rigorous and relevant instruction that is highly engaging. In order to achieve this goal, it is necessary for us to challenge our students by providing a more expansive list of Advance Placement class options. In order for this to happen, we must provide professional development and training for teachers to be considered highly qualified in teaching AP courses.</p> <p>As we build capacity for training, the goal is to build our AP program and provide multiple sections of AP courses in all of the core content classes.</p> <p>The school will develop a system to readily monitor the process and collect data related to the system's effectiveness.</p>
<p><b>What are the gaps identified for your student population according to the test data?</b></p>	<p>Based on our 2014-2015 CSIP Achievement goals, there is a need to improve all core content area achievement on the ACT and KPREP, specifically our African American population. Our incoming freshmen data from KRPEP and EXPLORE revealed the need to challenge students with our course offerings. To address this gap, we would like to provide targeted intervention in the core subject areas utilizing an intense RTI model for struggling students. The overall goal is to decrease the number of students on the comprehensive track and push more students to the Honors and AP track.</p>
<p><b>What type of growth do you expect</b></p>	<p>Our goal is that every student will take at least 1</p>

<b>to achieve by implementing/purchasing this service/item?</b>	Honors or AP course their high school career. For students who are already on the Honors track, they will engage in a +1 model. This +1 model would challenge students to enroll in and successfully complete 1 additional Honors or AP course than they had the previous year.
<b>What tools will be implemented to measure growth?</b> <ul style="list-style-type: none"> <li><b>What tools/systems are identified to support implementation of an effective/efficient program?</b></li> </ul>	The AP institute will be held at the University of Louisville this summer and has been proven to be effective at preparing teachers to teach the AP curriculum and prepare students to excel on the AP exam. By sending our teachers to this institute for training, we can ensure our Honors and AP student goals can be supported by teachers who are trained to teach more rigorous curriculum.
<b>What strategies will be implemented to monitor effectiveness of the process?</b>	<p>Teacher syllabus and lesson plans will be monitored to ensure training implementation.</p> <p>Teacher formative, summative and proficiency data will be monitored to determine teaching effectiveness of AP curriculum.</p> <p>Students will take pre and post-tests in order to monitor growth. Administration will collaborate with the scheduling committee to ensure that students are being correctly placed based on EPAS data and the school Honors/AP goals.</p>

## PROGRAM AMENDMENT 2013-2014 SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson County School Name: Doss HS

Person Submitting Amendment: Ken Moeller

Reviewer: David Millanti Date Revision Approved: 6-6-14

<b>Sections</b>	<b>(Amend) Yes or No</b>	<b>Description data supporting amendment and strategies to be included.</b>
Section 1: Commitment to Serve <ul style="list-style-type: none"> <li>Assessment data</li> </ul>		

<ul style="list-style-type: none"> <li>• Non-cognitive data</li> <li>• Causes and contributing factors</li> <li>• Strategy selection</li> </ul>		
Section 2: Intervention Model ( <b>Tier I and Tier II</b> )		
Section 3: Actions <ul style="list-style-type: none"> <li>• Technology</li> <li>• Family involvement</li> <li>• Personnel assignments</li> <li>• Redirected funds</li> <li>• PD</li> <li>• Resources</li> <li>• External support</li> <li>• Review policies</li> <li>• Changes in policies/practices</li> <li>• Sustain reform</li> </ul>	YES	FROM: 1002170-011327-4603 TO: 1002170-0338-4603 AMOUNT: \$3,500.00
Section 4: Timeline <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>		
Section 5: <b>Tier I and Tier II</b> annual goals <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		

Section 6: <b>Tier III</b> Services <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		
Section 7: <b>Tier III</b> Annual Goals <ul style="list-style-type: none"> <li>• S.M.A.R.T. goals</li> <li>• Quarterly benchmarks</li> <li>• District support when not achieving goals</li> </ul>		
Section 8: Consultation <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>		

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Additional supporting comments: